

Confianza utilizes Guskey's model of the five critical levels of professional learning impact in all of our professional learning partnerships. Not only do we have a survey where participants self-report on all five levels throughout our work together, but we have additional tools that measure these levels in the field. Please see below to learn more about evidence showing impact at each level:

a. Evidence of participant reactions or self-perceptions of skill (e.g. satisfaction surveys)
--Critical Level 1

Our survey plus observation during workshops and coaching cycles show this impact of participant reactions, e.g. *"As a classroom teacher the strategies that we have learned have been super helpful for engaging and enriching my instruction."* and *"I got lots of ideas to share with teachers -- practical, concrete and easy to implement. Using the strategies to teach the concepts made it easier to imagine implementing them."*

b. Evidence of participants' learning (e.g. demonstration of new skill) --Critical Level 2

This level is measured through our survey plus observation during professional learning activities as well as evidence of participants learning through our many Fieldwork Protocols, e.g. a high impact protocol we teach and measure impact through is our Language Lens Planning Tool that documents participants' learning of new skills like planning with language and content objectives, scaffolding for particular English language proficiency levels, and engaging students across oracy and literacy in any content area. Entire schools and districts adopting a protocol like this have seen increases in cohesion across ESL and general education programming, across departments and across grade levels. Transfer to practice in terms of pedagogical shifts and impact on students are discussed below.

c. Evidence of organizational support and change (e.g. resource allocation shift) --
Critical Level 3

This is an especially critical level for Confianza since one of our main objectives in any school or district is to break down the silo between the ESL department and the general education population and services. The evidence we see that demonstrates this impact is shared responsibility in co-teaching teams who we train and coach, professional learning communities that we guide, and instructional leadership modeling and encouraging high expectations for ELL and ALL students so that culture and language is celebrated. We track these shifts through our Coaching Logs, Progress Reports, surveys, observation tools, reflection forms and testimonials. Other shifts we see in our schools are creating and/or refining systems of support for ELL students that bring a more inclusive and asset-based view to this population which can also involve family

engagement shifts. Additionally, a common shift we track for systems change is defining and elevating the role of the ESL specialist so that they are seen as the specialists they are and co-equals to content specialists. Our pre and post observation using our holistic observation tool shows shifts in the above areas consistently with a major trend across all schools we work in (urban, suburban, rural) on bringing a language lens into the content classroom so that ELL and ALL educators in an ecosystem take part in the active learning and responsibility of language learners.

d. Evidence of change in educator practice (e.g. walkthrough data) --Critical Level 4

The Fieldwork Protocols mentioned above track transfer from new skills learned to actual change in practice yet we also learn about this important level by our coaching tools mentioned above where we see evidence of more understanding and responsive instruction/differentiation to students' specific cultural and linguistic needs, a focus on strengths rather than deficits, language-rich classrooms that have visible and audible student tools, including visual, graphic and interactive supports, higher expectations and rigor for ELL and ALL students with appropriate supports, more efficient teaming for equity structures and outcomes and leaders having a more clearly articulated vision of a mission-driven schooling model for culturally and linguistically diverse learners.

e. Evidence of impact on student learning (e.g. student assessment data) --Critical Level 5

We collaborate with our professional learning partners to track student learning data, including the synthesis of large-scale data (e.g. RICAS, ACCESS) and we also bring in other ways of looking more at growth rather than just the overt and often over-emphasized focus on proficiency. By hearing directly from students on their own learning experiences, including social-emotional development, language development and content development, we bring in a student-centered method that embraces all of these aspects of the learner to be more expansive and, thus, more growth-oriented so we can watch for evidence of growth along the way. We encourage our educators working with us to use our action research-based Action Cycle to look at students' needs and strengths so that they can truly understand the root causes of disengagement and address the whole child. This action research approach can take the shape of student case studies that districts use to analyze subgroups of ELLs and teams use to track their impact of strategies and new practices on their own students in real time. We look at shifts in the large-scale data as well as students' confidence levels, self-reporting on attitudes towards school and English in general as well as a strong emphasis on looking at student work consistently to see what impact the professional learning is having on student performance.